



Wamego Middle School

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WMS STAFF HANDBOOK 2018-2019 Summary of Additions and Clarifications

Updated board members and their phone information.

All references to Mrs. Jennings have been change to Mr. Graber.

p. 8 Communication - School to Home

Bullet 1 - Changed date of Back to School Night

p.9 Computer Lab Usage

Bullet 2 - Changed "Mrs. Rook" to "the library aide."

p. 12 Technology and Student Devices

Added - WMS Technology Vision

Added - Technology Expectations for Classroom

SAMR illustration

p. 15 Lesson Plans

Bullet 4 - Changed section title to Anatomy of a Lesson - Explicit instruction

Bullet 4 - Added: Kagan structures: cooperative practices for engaging students in instructional activities.

p. 16 Transfer Student's Grades - Added Section.

p. 16 Updated eligibility and incomplete dates

Eligibility reporting begins on **September 5 and January 24.**

All Incompletes must be posted by **January 11 and May 31.**

p. 21 Meetings – Updated meeting times and members of committees.

Added - Kagan Team

p. 23 Placing Orders for Student Items

Added - WMS has a contract with **Nill Brothers** to set up "Coach's Assistants" online stores. **Other options may be available. Please see the principal or AD before finalizing any plans.** This is the preferred way to offer additional gear because

Wamego Middle School

Faculty and Staff Handbook 2018 - 2019



Travis Graber, Principal
Brian McIntosh, Assistant Principal/Athletic Director
Kay Markey, Office Manager

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Wamego Middle School

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Board of Education Members and District Administration

Bruce Coleman	458-5858	Ryan Hargitt	456-6768
Michelle Johnson	456-7158	Corey Meyer	844-3085
Rob Pettay	456-7326	Sheryl Wohler	456-6611
	Nicolette Zeigler	410-1121	

Superintendent: Mr. Tim Winter Curriculum Director: Dr. Mary Kaye Siebert
Special Education Cooperative Director: Mr. Chris Cezar

District Mission Statement

Wamego USD 320 school district's mission is to provide a challenging learning environment that encourages high expectations for academic success and personal growth for all students.

District Vision Statement

Together, we will provide opportunities for every child to reach his or her potential in order to become more than he or she ever hoped to be. We will focus our efforts on ensuring that all students learn, building a collaborative culture and establishing a focus on results.

District Collective Commitments

- We are committed to each of the five goals as identified in the USD 320 Strategic Plan (2011-2016).
- We are committed to professional learning communities (PLCs) as the means of continuous school improvement.
- We are committed to continuous and demonstrable systemic improvement and believe this is the primary way an organization meets its mission and vision.
- We are committed to providing learning environments in our schools so that each child's educational needs are frequently assessed and action is taken based on that assessment.
- We are committed to regularly using data to guide change and improvement.
- We are committed to providing students with a rigorous and relevant curriculum needed for effective learning for all students.
- We are committed to supporting teachers in their endeavor to provide high quality instruction.
- We are committed to effective leadership whereby leaders listen carefully, anticipate future needs, and work to engage others in leadership initiatives to shape necessary changes.

District Goals

USD 320

- Will provide a safe and supportive environment for our students in order to prepare them academically, socially, and emotionally for success in the work environment, college and university studies, and citizenship in the 21st century.
- Recognizes that the teacher is the most critical component in a child's learning; therefore, teachers will be supported in their endeavor to provide high quality instruction.
- Will provide the necessary technology and technology resources in the development of the 21st century learner.
- Recognizes the value in developing and maintaining reciprocal partnerships with our community.
- Recognizes the need for well maintained school facilities, and a safe and supportive environment for students, staff, volunteers, and patrons.

Notice of Nondiscrimination

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator

1008 8th Street

Wamego KS 66547

785-456-7642

wintert@usd320.com

USD 320 Professional Learning Communities Loose / Tight Leadership

- All buildings will create a **Mission, Vision and Collective Commitments** and these three foundational documents will be **reviewed and referenced frequently** as both a building and in PLC teams. These will be aligned with the district mission statement.
- All building administrators will ensure that all teachers participate on at least one PLC team for the purpose of collaborating on issues related **directly to student learning**.
 - All PLC teams will establish **norms for collaboration** and these norms will be reviewed regularly to ensure high team functioning.
 - All PLC teams will **focus collaborative efforts** in PLC teams **on one or more of the following critical questions**:
 - What do we want our students to be able to know and do? (*this is the taught curriculum*)
 - How will we know when they have learned it? (*this is both formative and summative assessments*)
 - What will we do when they haven't learned it? (*this supports interventions*)
 - What will we do when they already know it? (*this supports differentiation*)
- All PLC teams will establish one or more **SMART goals (strategic, measureable, achievable, results oriented and timely)** at the beginning of each year and work collaboratively to meet SMART goals.
- All teachers will use the **school/district's adopted instructional strategies; experimentation with new research-based instructional strategies** is also valued and encouraged.
- **Building administrators will ensure that the following PLC collaborative activities are taking place during PLC meetings**:
 - PLC team time will be used to engage in collective inquiry on questions specifically linked to gains in student achievement.
 - PLC teams will develop and use common assessments (as possible) to:
 - identify students who need additional time and support for learning
 - discover strengths & weaknesses in individual teaching
 - help measure the team's progress toward SMART goal(s)
 - PLC teams will **monitor the learning** of each student on essential outcomes (per curriculum maps) on a *timely* basis through a series of frequent, team-developed formative assessments.
 - PLC teams will **use the results** of the above **to improve the instructional practice** in the classroom and **intervene on the behalf of students**.

Wamego Middle School Professional Learning Communities

In keeping with the strategic planning of USD 320, the faculty of Wamego Middle School has established a foundation for continued school improvement and focusing our efforts on learning, collaboration and results. Faculty members are members of at least two communities: general faculty, subject area teams, and grade level teams. Faculty meetings are now focused on the process of determining what students need to know, what we'll do if students are struggling, and what we'll do if students are succeeding.

Wamego Middle School Mission Statement (Why do we exist?)

Through collaboration with colleagues and community, WMS ensures a high quality, challenging education which maintains high expectations for all.

Wamego Middle School Vision (What must our school become to accomplish our purpose?)

We will challenge students to achieve academic success with a rigorous and engaging curriculum while in a safe, healthy environment.

Wamego Middle School Commitments (How must we behave to create the school that will achieve our vision?)

We will employ research-based best instructional practices.

- We will create effective and complete lesson plans and curriculum maps based on state and district identified standards.
- We will differentiate.
- We will integrate content areas.
- We will utilize relevant and interesting materials.
- We will use available local/state/national data to make informed decisions that will guide our planning and instruction.

We will establish and pursue goals that support student success.

- We will establish school-wide goals for academic success.
- We will establish and pursue goals for the work of faculty and staff.
- We will set goals that identify and address academic success with individual students, and keep them informed of their progress.
- We will establish and pursue individual personal/social student goals as necessary.
- Professional Development?

We will hold students accountable for learning.

- We will expect high quality work.
- We will provide time for practice and re-teaching.
- We will be available to all students who need extra time.
- We will challenge any student who may already grasp academic concepts.

We will utilize all resources and interventions available.

- We will use appropriate resources to identify and serve students' needs.
- We will seek and apply professional development to serve students' needs.
- We will support the intervention programs established in the school.

We will build cooperative relationships.

- We will work together and be open to positive change.
- We will establish and maintain open lines of communication with all those involved with a student, inside and outside of school.
- We will take advantage of personal moments to develop relationships with individual students.

We will identify and address students' social and emotional needs.

- We will promote an understanding for individuality and diversity.
- We will promote healthy and safe peer relationships.
- We will promote the character education programs established in the school.
- We will provide student interventions while promoting life skills development.
- We will establish and consistently maintain school and classroom expectations.

WMS FACULTY NORMS

We will meet once a month, beginning promptly at 7:15 and ending on time, 7:50.

We will conduct ourselves in a professional manner at all times.

We will keep three questions in mind when making decisions:

Is "it" good for the students?

Is "it" good for the teachers?

Is "it" feasible?

We will strive to make decisions by consensus through open, clear discussion.

THE SCHOOL DAY

Duty Day is 7:45 – 3:45

All licensed staff have a responsibility to become informed about the policies and practices of U.S.D. 320. Guiding information can be found in the Board Policy Handbook, the Negotiated Agreement, and the Certified Handbook, as well as this Staff Handbook.

ABSENCES

Student

- Enter student absences and tardies into PowerSchool at the beginning of each hour. It is crucial that attendance is taken accurately, but especially first hour as the automated School Messenger system will be contacting parents about absent students, beginning at 9:10 a.m. each school day.
- Lunch count should also be taken in Power School at the beginning of first hour.

Staff

- Early notification of absences will allow for adequate time to contact a substitute teacher. Contact the day before the absence is best.
 - The latest contact needs to be made no later than 6:30 a.m., but the earlier the better.
 - Feel free to leave a text or voicemail at any time during the night. You may contact Mr. Graber by text or call at (316) 836-7003 and email.
1. Notify Mr. Graber – text, call, email – as early as possible.
 - a. If this is a planned professional absence, this step should happen BEFORE any requests are filed.
 2. Fill out Skyward. Be sure to include the following:
 - a. In the case of a professional leave, in the description indicate to what you are going and where.
 - b. In the case of sick leave, indicate if the leave is for a family member.
 - c. Pay special attention to the selection of “USD 320 Substitute Needed” or “No Substitute Needed.”
 - d. If you need a substitute, continue to Aesop.
 3. Be specific with times on the Aesop request.
 - a. All subs start at 7:45 unless you have first hour plan, then 8:45.
 - b. All subs finish at 3:15 unless you have last hour team or plan, then 2:30.
 - c. In the case of an assigned duty, the sub will finish at 3:45.
 - d. A same day request: The system starts calling at 5:30 a.m.
 - e. A pre-arranged substitute: the caller works from 4:00-9:30 each evening.

LEAVING THE BUILDING DURING THE DAY

ALWAYS notify the office if you leave the building during the school day. Sign out and in. Please keep this to a minimum.

EARNING AND USING COMP TIME

- Teachers shall receive one hour of compensation for every hour worked beyond the contract day for activities outlined in the Negotiated Agreement, page 16.
- Using a purple reporting sheet, comp time earned needs to be turned in during the month earned.
- Comp time may be requested before school, during personal plan time, and after school.
- Using a salmon reporting sheet, comp time requests must be turned into Mr. Graber before the absence.

- Kellie Mussetter will have the most up-to-date accounting of comp time earned and spent.

COMP TIME CLARIFICATION FOR LEAVE REQUESTS

- If you are taking a full day off of work, you may use comp time during non-student contact in combination with whatever other type of leave you are using (i.e. sick or personal). However, you must include your lunch time in your leave. This means you can use comp time during lunch, sick leave (if you are gone for sickness), or personal leave, but you cannot simply subtract your lunch period and not use some type of leave during that time. You may ask why? Because you are each paid based on an 8-hour day, so that time is not just “free.”
- If you are taking a half day off and your lunch is at the beginning or end of that half day request, you will not be asked to cover your lunch time with comp or leave. If you leave during your lunch time for the rest of the day, you also do not need to factor in your lunch time for this leave.
 - The exception to this would be as follows: Example: You leave at 9:30 am for an appointment and then come back later in the day beyond the end of your lunch. In this circumstance, you must use some sort of leave for your lunch period, be it comp time or something else. So basically, if your lunch is in the middle of the leave, you just account for that time and use comp or some other form of leave during lunch.
- You do NOT need to use comp time if you go home or out for lunch or run an errand over lunch. You DO need to sign in and out on the sheet provided in the office, though.
- Just a reminder that comp time may not be used for scheduled teaming (grade level PLCs and subject area PLCs). If you leave during your team time, you will be expected to use either personal leave or sick leave, depending on the reason for your absence.

REQUESTING PERSONAL LEAVE (Negotiated Agreement, p. 16)

- Whenever possible, teachers shall submit requests for personal leave two (2) weeks in advance. In any event, requests for personal leave submitted two (2) working days in advance shall be granted. In emergency circumstances where twenty-four (24) hour notice is not possible, leave shall be granted at the discretion of the superintendent.
- Personal leave may not be used during times established on the calendar for parent/teacher conferences and professional development days. In the event that an emergency exists for the teacher an appeal for leave may be made to the superintendent.
- No personal leave shall be granted on a day prior to a holiday vacation or on a day following a vacation unless an emergency exists for the teacher and such leave request is approved by the superintendent.

ANNOUNCEMENTS

- School-wide announcements will be given immediately following the first period bell and at the warning bell at the end of seventh period.
- If you want an announcement read, have it to the office by 7:50 a.m. or 2:30 p.m. Give it to Kay, e-mail it to her, or place it in the clamp attached to the intercom.
- Other than these two times, announcements will be kept to an absolute minimum in order to avoid interrupting classes.

ASSEMBLIES

- Students will sit in a designated area with their homebase during assemblies. Each home base teacher is to be sitting with students to monitor their behavior, to correct inappropriate behavior and, if necessary, remove the student from the assembly.
- Model assembly etiquette and encourage students – participating as requested, being respectful and applauding.
- Prior to each assembly, students need to be reminded of their responsibilities as a member of the audience. Adjustments will be made to seating as necessary.

CARE AND SECURITY OF THE BUILDING

- Building security is everyone's responsibility.
- Windows and doors are to be secured daily. Always check to ensure that the exterior door has locked behind you as you leave.
- Never loan your keys to unauthorized persons.
- Report any lost keys to the principal immediately.
- Turn off all technology and lock all mobile carts.
- Regularly straighten up and put away supplies and personal materials.
- At the end of the day make sure that the custodians do not have to pick up books and other items that interfere with their ability to clean the room.
- Please have students take large amounts of trash (like display boards, cardboard, poster paper) directly to the recycling bin.
- Do not allow students to write on or deface the furniture.
- Contact the principal if you have concerns about the cleanliness of your room.

CELEBRATIONS and PARTIES

- It is absolutely important to celebrate our students' successes. However, it is imperative that celebrations be limited in number and abide by the wellness guidelines for food and drink.
- Consider celebrations being home base or a portion of a regular classroom hour, rather than taking an entire instructional hour.
- If the celebration is in place of lunch, please notify the lunch staff (Cathy McAfee) as soon as you schedule the event, and the day before, remind the students to not participate in lunch count.

COMMUNICATION

School to Home

- Be prepared for Back to School Night on August 25, 2016.
- Provide a course/unit syllabus for students and parents that includes how the course is graded, special projects, classroom rules and CHAMPS expectations.
- Send student work home on a regular basis.
- Take advantage of regularly scheduled conferences by being well organized, having documentation and a plan of action.
- You have access to the addresses, email addresses and phone numbers of the students on your roll. This information can be found in the Student Information system on PowerSchool.
- Notify parents of any special events and activities.
- Submit information for Items for the Good.
- Attach your website/blog address to the school's web page and all outgoing emails.

Intra-school:

- Check your e-mail before and after school each day and mailboxes daily.
- Items for the homebase calendar should be recorded on the office bookcase calendar.

- Notify the office of any special activities so they will be prepared to answer questions they may receive.
- Use the facilities request form to reserve areas of the school and to solicit assistance from the custodial staff. You will be notified if your room is going to be used.
- Reserve the conference room by using the calendar in the conference room.
- Attend and participate in meetings.
- Discussions concerning specific students should only involve those staff members with a direct interest in the situation and should occur at a time and location where the privacy of the individuals involved can be protected.

COMPUTER LAB USAGE

- Lab C7 is a permanent classroom.
- Two iPad carts will continue to be available for checkout. The library aide handles the checkout schedule; please contact to make arrangements.
- If a mobile lab is not reserved, it is available on a first-come first-serve basis.

COPYING

- All copying will be done in the building. If you have an extremely large project, please see Mr. Graber about how it is to be completed.
- Please be cognizant of excess or wasteful use of paper, and be conservative in your copying. (Remember our students are required to have paper in their supplies.)
- Be sure that you abide by all copyright laws.
- Please do not leave the copy machine jammed. Notify the office personnel if you need to get back to class and have not been able to unjam the machine.
- Remember to remove colored paper from the tray.

DRILLS AND CRISIS SITUATIONS

- Each room is equipped with a red bag to be carried to each drill. The bag has a red folder with procedures and student and staff names, a flashlight, a whistle, and a first aid kit. The bag is to be kept near the door.
- The individual teacher or para assigned to any handicapped student is responsible for ensuring the safety of the student in case of an emergency. Be sure the necessary information is posted next to your emergency drill information.
- Fire drills are held monthly at various times throughout the day. The fire alarm starts with short siren bursts and strobe lights followed by directions from a woman's voice. Drill procedures and a map outlining two exit routes should be posted in each room. Students are to be at least 50 feet from the building after exiting the building. Wait for a hand wave from the principal or the teacher next to you before reentering the school or proceeding to the parking lot.
- Be prepared for the fire inspection. Our goal is not to have any violations. Make sure your escape routes are clearly marked and posted near the door of the classroom.
- Tornado drills will be carried out three times during the year: September, March and April. The tornado alarm starts with an ongoing siren followed by directions from a man's voice.
- Emergency drills (active intruder, evacuation) will be conducted. The individual teacher and classroom paras will be responsible for following established procedures.

Event	Definition	Staff Directive	Student Directive	Notification
Safety Watch	Student and staff are on alert for potential threatening situations.	Business as usual. External doors locked. No one outside.	Business as usual.	Just effects one school: Building principal after the event. District wide event: District office
Lock Out	A heightened potential of danger to student and staff safety	Classroom doors locked. No one in/out of building. Movement in building at the discretion of the principal.	Students are to remain in classrooms until further notice.	District office
Lock Down	Reason to believe danger to students and staff is imminent.	Follow current safety plan (Run/hide)	At the discretion of the classroom teacher. (Run/hide)	District office

FIRST AID/MEDICATION/ILLNESS

- Typically the nurse or office persons will administer first aid care for sick and injured children.
- Teachers can apply Band-Aids to minor cuts and scrapes from the packet supplied by the school nurse.
- Cough drops require a note from parents and will be handled through the office.
- All medications require a doctor's note and will be kept in the nurse's office.
- Fill out an accident report form if students are injured while under your supervision. (Available in work room)
- Any student who is asking to call home because he/she is feeling ill is to be sent to the office to be evaluated BEFORE a phone call is made.
- Parents of sick and injured students will be notified through the office.

HOMEBASE

- Homebase will be held twice a week for 30 minutes after second hour.
- We will continue to use this period for activities and club meetings, as well as conducting assemblies. Other priorities will be to review school procedures and to conduct class meetings.
- It is expected that each homebase will conduct a class meeting once a month. Each month's focus, which will cover some aspect of productive interpersonal relationships among students, will be taught in every grade level.
- It is also expected that each homebase advisor will conduct periodic academic advising sessions with his/her students. Be knowledgeable of the progress of your students as well as other issues that affect their lives.
- Be prepared to meet as a group and individually to discuss these issues and offer advice and monitor their academic progress and other goals.

MAIL

- All in-district and outgoing mail is processed through the district office.
- Mail must be in to the middle school basket by 12:00 noon if you want it to go out that day.
- All packages must have a note attached indicating contents of the package and its value. All packages will be sent parcel post, unless otherwise indicated.

- No personal mail will be processed at the district office.

NEW STUDENTS

Office's responsibilities:

- Enrollment packet materials
- Locker assignment
- Arranging for testing (reading/math screenings)
- Procuring records

Teacher's responsibilities:

- Make them feel welcome
- Have material on hand ready for a new student.
- Make introductions to the class.
- Assign a buddy student for 2-3 days.
- Check with them frequently for a few days to make sure they get off to a good start.
- Review the student's file when it arrives. Discuss the contents at a team meeting.

Counselor's responsibilities:

- Notify all those who will be affected by the arrival of a new student.
- Create a class schedule.
- Ambassadors will provide a tour of the facilities and introduce the student to his/her teachers.
- Make daily contact for the next 3-4 days.
- Review the student's file.

Principal's responsibilities:

- Meet with the student and parent at enrollment.
- Make a follow-up contact within two weeks.
- Review the student's file.

PARKING

The four spaces located nearest the east side of the building near the main entrance are reserved for visitors. All other areas are open for staff parking.

SCHEDULES

- The scheduled calendar will be observed (rotation of red and white days) even when there is an unexpected closing of the school. For example, Monday is a red day. We have a snow day on Tuesday (White day). Wednesday is a red day.
- This could change due to excessive days missed due to weather or in cooperation with the high school schedule.

SCHOOL PROPERTY

- Except for computers in the summer time, school property cannot be loaned for personal use.
- School property should not be loaned to persons outside the school without permission of the school or district administration.

SMOKING

The use of any form of tobacco (cigarettes, chew, cigars, pipes) by any persons shall be prohibited on all school property, including all facility grounds, playing fields and parking lots.

SUPERVISION

- Board Policy GBR: Any teacher who finds it necessary to leave an assigned duty station while supervising students shall first secure approval from the building principal.
- Please assume responsibility for student behavior throughout the building, according to policy and building-wide expectations.
 - Be in the halls and commons areas before and after school.
 - Station yourself at your classroom door between classes.
 - Address dress code and technology issues.
- Lunch supervision
 - Oversee the behavior of students and cleaning up the cafeteria at the end of the lunch period.
 - The supervisors need to space out across the cafeteria and not sit together.
 - It is important to remind students of the voice level and CHAMPS expectations for the lunch room.
 - Last lunch stacks chairs for the custodian.
- Bus supervision
 - Immediately after school, one supervisor should proceed to the shuttle bus area outside and one stay in the commons area.
 - During final loading, both supervisors are to be outside, watching the crosswalk and helping students board buses or help shuttle students find their parents or siblings.
 - Space yourselves out and watch down hallways.
 - Students are to be seated in the commons or waiting for parents at the doors or outside benches.

SUPPLIES

- Our students have required supplies. Please hold the expectation that students will bring supplies to class; we won't be purchasing classroom sets of supplies that our students are to have.
- Ordering materials for next-year classroom use is typically completed in late spring.
- Additional teacher supplies may be obtained by contacting Kay Markey. This includes items in the office cabinets or the back store room. Please do not help yourself to cabinets without asking.
- If materials or supplies are needed, please submit requests through a requisition (district funds) or voucher (building activity funds).

TECHNOLOGY and STUDENT DEVICES

WMS Technology Vision (established 2012)

We want all students to learn and be proficient in the technology skills necessary for success in the twenty-first century.

- Conceptual understanding
- Collaborative
- Authentic problem solving
- Creative and innovative
- Etiquette and responsibility

We want all teachers to continually improve their professional practice, model lifelong learning, and exhibit leadership in our school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- Learn how to customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

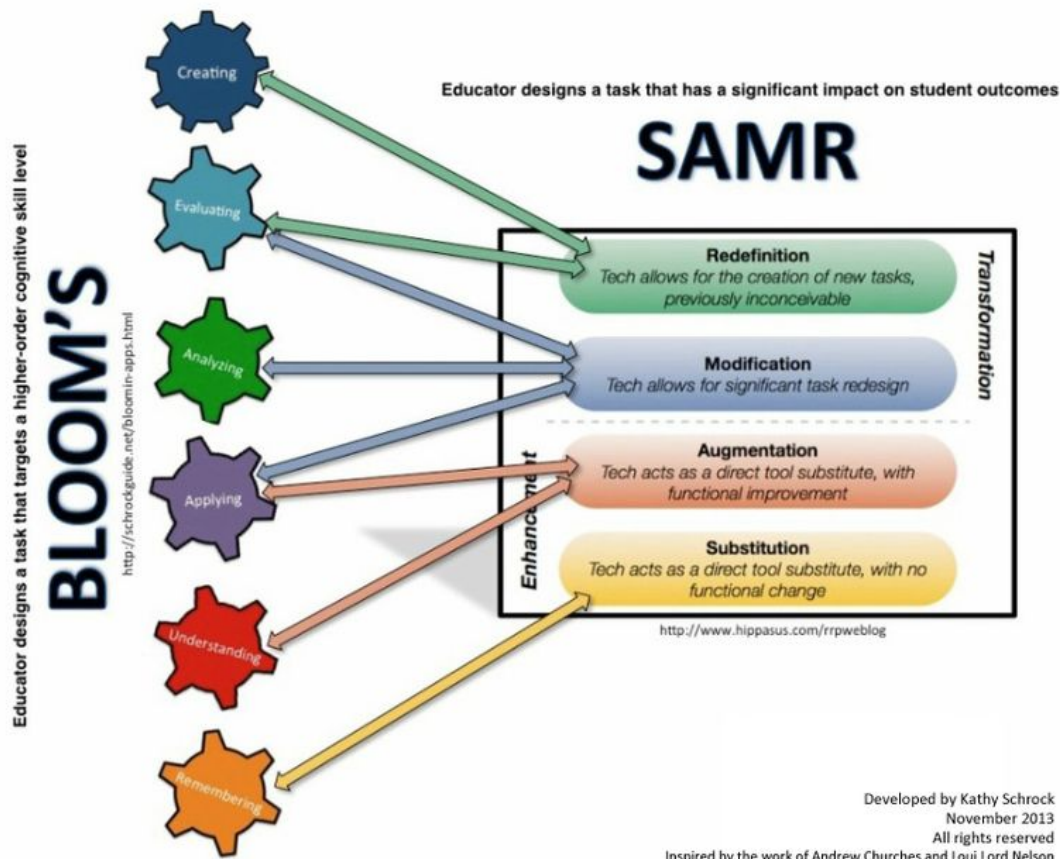
- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
- Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

Technology Expectations for Classroom

- CHAMP the process for technology usage in your classroom. (Attention signal/direction especially)
- Make clear to your class when technology will/not be used.
- Incorporate technology as appropriate in lessons, projects, assessments or student choice performance.
- Instruct students in the use of and your expectations for Google Classroom, handing in assignments, and communicating with the teacher.
- Communicate with parents, helping them to access view only privileges in Google Classroom and other applications as necessary.
- Monitor and address student handling of laptop privileges.
- Immediately inform a principal when a laptop is missing or damaged
- Immediately inform a principal when dealing with a serious breach of the AUP.

SAMR

Teachers are encouraged to use the SAMR method of adapting current lessons, projects, and assessments to a higher level of student created products.



TELEPHONES

- Each room is equipped with a telephone. As soon as possible, voice mail greetings must be recorded for the school year. (Instructions are in the 18-19 WMS Google folder under Faculty Information.)
- Please have the phone ringer on, and answer the phone if it rings during class. The office will not call unless it is an emergency or discretion is required.
- Unless a phone call is an emergency, calls will be automatically forwarded to your voicemail, to be checked at a time when you do not have students.
- The room phones may be used by students under your direct supervision, but not as a regular convenience to them.
- Students are not to call home “sick” from classrooms. The office will contact parents of all sick or injured students.

WELLNESS POLICY/VENDING MACHINES

- The soda vending machine in the teacher work room is a privilege not extended to our students. Please do not have sodas on your desk or consume them in front of your students.
- The policy states that students are not to have sodas or energy drinks during the normal school day.
- While candy may be used as an award or incentive for students, please continue to use other non-candy incentives that have already been established, and use candy sparingly. If you are working with school scheduled celebrations, please refer to the list of ideas for healthy options available from Food Service.
- When having a classroom celebration or awarding incentives, remind students they may not bring sodas or energy drinks. Breaks and celebrations are to be held outside or in the commons. Please police your trash in all areas.

WELLNESS POLICY

USD 320 Wamego is committed to providing school environments that promote and protect children’s health, well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of USD 320 Wamego that:

- Wellness guidelines will be implemented as specified in the Kansas State Department of Education’s Wellness Policy Report for each school level.
- Students, parents, teachers, food service professionals and other interested community members will be engaged in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- Students will be provided with adequate time to eat in settings that are clean, safe and pleasant.
- To the maximum extent practicable, all schools in our district will participate in available federal school nutrition programs.

CURRICULUM AND INSTRUCTION

LESSON PLANS

- Teachers will submit a unit lesson plan to the principal by 8:00 a.m. on Monday mornings.
- The structure is of the teacher’s preference, but objectives, state standards and/or assessed indicators will be noted, designing with mastery in mind.

- Lesson plans need to be clearly tied to district curriculum outcomes and reflect the activities that will engage students as well as the means of assessing student progress.
- A well-planned lesson includes (as indicated through our walkthrough tool and district expectations)
 - Anatomy of a Lesson - Explicit instruction: Learning objectives posted in student friendly language, activating prior knowledge, modeling/demonstrating, checking for understanding, facilitating guided practice, facilitating independent practice, and providing closure.
 - High levels of Bloom’s Taxonomy: receiving knowledge, applying, analyzing/evaluating, and creating.
 - Marzano strategies: similarities and differences, summarizing and note-taking, reinforce efforts and provide recognition, homework and practice, non-linguistic representations, cooperative learning, set objectives and provide feedback, generate and test hypotheses, and cues, questions and advanced organizers.
 - Kagan structures: cooperative practices for engaging students in instructional activities.
 - Gardiner multiple intelligences: Interpersonal, intrapersonal, verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, and naturalistic-environmental.
- As a staff we are responsible for the basic academic and life skills of all students regardless of our area of focus. Reading and writing need to be a strong component of every class. When students are going to be engaged in reading the same text, be sure that you have set a specific purpose for the reading, have a particular reading strategy that you will use, and have previewed the vocabulary with the students.

ASSESSMENT

WMS uses the following grading scale:

A+	100%	B+	87-89%	C+	77-79%	D+	67-69%
A	94-99%	B	84-86%	C	74-76%	D	64-66%
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%
						F	0- 59%

Considerations:

- Expectations regarding grades should be clearly defined and communicated to the students and parents.
- At the beginning of the school year, explain your grading procedures to your students, so they are clear about what is expected.
- It is an expectation that all papers/projects/assessments are graded in a timely fashion; no more than two weeks without a grade entered.
- Keep a record of each student’s progress in order to justify the grade given. This would include the use of checklists, portfolios and tests.
- It is reasonable for students to assume their grade is most up-to-date on Thursday or Friday of each week.
- All teachers will correct convention usage and provide feedback on the use of conventions.
- The letter grade should represent academic achievement. Behavior and/or social concerns should be addressed as a separate issue.
- It is critical that we use assessment as a means to determine when it is necessary to re-teach or if students are ready to proceed to the next set of objectives.
- Teachers may sparingly use the letter “I” for “incomplete” to communicate to students that it is expected that the student complete the work and not simply accept the failing grade.

Transfer Student’s grade

When a student transfers to WMS, his/her grade must be hand-figured for the remainder of the semester in order to allow for accuracy in the grade earned over 18 weeks. Overriding the final grade will be necessary in PowerSchool, as well as staying in touch with Mrs. Mussetter concerning accurate eligibility reporting.

A couple of examples of how to figure a transfer grade:

Example 1

- Number of weeks at previous school x transfer grade =

- Number of weeks at WMS x current grade =
- Add both totals together and divide by 18 weeks. This will equal the student's grade.

Example 2

- Create a PowerSchool assignment worth current total points in your gradebook.
- Enter the transfer grade's percentage of value.
- Exempt all other students in the class from this grade.

Eligibility reporting begins on **September 5 and January 24.**

All Incompletes must be posted by **January 11 and May 31.**

PARENT REPORTS

- Parents who sign up through PowerSchool will receive online reports of their child's grades in the manner they have requested.
- Parents will be notified weekly by email/mail (their choice) if their child has a D or an F in any class beginning with the second week of each semester.
- Report cards shall be issued to each student at the end of each specific grading period (each semester) for each subject taken. Reasons for deficiencies and/or failures shall be given. Report cards will be mailed when conferences are not held.
- Student progress reports are mailed at mid-term to those families who do not have Internet access.

HOMEWORK

- The purpose of homework should be identified and articulated to students. Homework needs to be given for all students on occasion, not just those students who do not finish the assignment during the class period.
- The need for parent involvement in homework should be kept to a minimum.
- If homework is assigned it should be commented on.
- Use the team time to monitor the amount of homework being assigned. The amount of homework should be appropriate for middle school students: 45-90 minutes per day is feasible, depending on what other teachers are doing and what activities are ongoing.

SEMINAR

Seminar (conducted during home base period) is not just for making up work. It is a time for pre-teaching, reviewing, preparing, and studying.

Teachers will begin assigning seminar attendance for students as soon as the need arises.

Parents will be notified by the office by mail/email if their student is on academic probation or is ineligible.

- Each Thursday, an eligibility list will be created, based on the grades in Power School.
- Students with missing assignments, low grades, or needing additional academic assistance may be assigned to seminar by their grade level teaching team.

LATE WORK

Teachers want to educate the whole child, teaching lifelong skills as well as academic content. WMS teachers support a late work policy that is well-defined and aimed at supporting and/or teaching appropriate behaviors of pride and care in each student's work, as well as timeliness.

The policy to be followed by each teacher:

- Work handed in when it is DUE, will be considered for 100% credit.
- If an assignment is not turned in when due, the classroom teacher will intervene.
- Students will be assigned to seminar as necessary to meet their needs.
- Late assignments may be turned in for up to 70% of the points earned if turned in by the teacher's deadline for late work. Please refer to individual teacher's classroom guidelines.

SUBSTITUTE TEACHERS

It is critical that your classes are productive when you are absent and that substitutes will want to return to your classroom when requested. In order to assist with this goal, you will prepare a notebook or folder that is easily available at any time you are absent. In this notebook, please provide

- appropriate seating charts and attendance rosters.
- a copy of the daily schedule and any duties you may have.
- directions for classroom procedures.
- detailed lesson plans.
- names of others who can assist if needed, as well as extensions for the office.
- additional activities that could be easily copied for use.
- crisis information.

The substitute will be escorted to the classroom by the principal or a secretary who will also make sure that he/she has what he/she needs to start the day. The principal will periodically check on the substitute throughout the day.

RELIGION-PARAMETERS FOR TEACHING

The classroom teacher will

- treat all students with respect.
- be the only person permitted to give classroom instruction about religion.
- instruct objectively from a descriptive, historical, geographical or cultural perspective.
- teach only what is in the written curriculum regarding religion.
- teach mythology as literature.
- use the third person when leading classroom discussion about religious beliefs.
- use one of these statements if a student inquires about a religious value or information beyond that which is/has been defined in the curriculum:
“You need to ask your parents about this.”
“That is something to discuss with your parents.”
- communicate openly, honestly, respectfully and professionally with parents or patrons who inquire about the district’s outcomes or instructional strategies.

The classroom teacher will not

- discuss personal religious beliefs in the classroom.
- use the first person statements when conducting classroom discussions about religion.
- inquire about or assume what an individual’s religious practice (or lack of it) or preference (or lack of it) might be.
- use value statements when leading classroom discussions about religion.
- allow any student to make disrespectful or discriminatory remarks during classroom discussions about religion.

VIDEOS/MEDIA RESOURCES

Since we use more and more interactive technology, we must be attentive to several criteria concerning video clips, games, and songs.

- All items must be directly related to the curriculum.
- All items must be appropriate for the subject and the age of students. Selections from motion pictures must be no higher than a PG/PG13 rating. Your best judgment is paramount.
- All copyright laws and requirements must be abided.
- If there is any doubt about the validity or appropriateness of a media resource, please ask Mrs. Jennings to preview and make a decision.

CONDUCT AND DISCIPLINE

Wamego Middle School Expectations

Personal Responsibility In Daily Efforts

Students	All Settings
I will...	Respect others and property. Have a positive attitude. Use appropriate voice and words. Do the right thing even when no one is looking. Leave it better than I found it. Accept consequences for my actions.

Staff	All Settings
I will...	Model professional behavior. Establish and teach clear expectations and consequences. Respect others and property. Have a positive attitude. Maintain high expectations for student academics and behavior. Be a communicator with my students, parents, and colleagues.

CLASSROOM MANAGEMENT

- Establish classroom procedures and expectations on the first day of school, and reinforce as often as necessary.
- Prepare all equipment, supplies, and copies for lessons ahead of class time.
- Promote positive behaviors with praise and correct those behaviors that disrupt class in a respectful manner.
- Please don't leave students without supervision, or set them in the hallway for extended periods of time.
- Remind students keep book bags in their lockers unless there are special circumstances that a book bag is needed (physical injury).
- Be very cautious about not allowing students to use the restroom especially if they are insistent that they have to go. Err on the side of allowing students to leave the room.

CHAMPS

- Each teacher will have an established Classroom Management and Discipline Plan ready at the beginning of the school year.
- CHAMPS Charts will be posted in the classroom with a minimum of procedures for teacher directed instruction, independent work, group work, and testing environment.
- Develop an attention signal to be used consistently in your classroom.
- All expectations and procedures will be taught and reviewed with students.
- As necessary for continued practice, review and practice procedures. This is especially a good idea at the beginning of the new semester and following vacations.

DISCIPLINE REFERRALS

- When a student has misbehaved, please fill in the discipline form as completely as possible, choosing ONE offense – the most egregious.
 - Categories for consideration when establishing the student's offense are
 - Personal Management
 - Interpersonal Relationships
 - Productive Classroom Environment
 - Orderly School Environment
- Consider asking the student to serve with you, and consider 15 or 30 minutes as an appropriate consequence.
- Staff members may add additional notes or documentation as deemed necessary.
- Staff members are to contact parents by phone or email when a detention has been assigned.
- The principal will not assign detention dates for classroom discipline; this is to be determined between the teacher and the student.
- Referrals will be returned to a teacher if they are incomplete, missing detention dates or required parent notifications.
- Conference with a student and/or parents, assigning detention, or other logical consequences are appropriate responses to poor behavior.
- Contact parents when it appears that you need their support or at least want them to be aware of a situation, and follow-up to inform them of progress being made.
- Thoroughly document the steps you are taking by filling out the discipline referral and saving emails sent.
- The discipline referral form may also be used as documentation for any report you would make to the principal or counselor about a student-to-student or student-to-staff incident.
- Teachers may also use the Log Entry feature on PowerSchool to document behavior and concerns.

OFFICE REFERRALS

- Use the principal, counselor and parents to help solve a discipline problem before it becomes necessary to remove a student from the classroom.
- Students sent to the office need to be accompanied by the teacher/para and a completed referral form indicating the reasons for removing the student from the classroom. The teacher and/or principal may contact the parents. The principal will meet with the teacher to discuss the incident and to inform the teacher of the course of action.
- Do not send the student to the office without contact, explanation, and/or something to work on.
- We will need to follow-up with the student and/or parents within a week to let everyone know that the situation has improved. Each student involved needs to have his/her own report.
- Notify the office if you need assistance removing a student from the classroom. Do not physically remove a student without the assistance of the principal unless it is an absolute emergency.
- Any form of corporal punishment is prohibited.

PROFESSIONALISM

CELL PHONES

- As we try to teach responsible electronics usage to our students, we must serve as genuine role models.
- Staff members are asked to not use their cell phones for personal business while with students.
- Please feel free to check messages during your lunch or planning times, but do not leave class or supervision duties to take/make calls.
- Cell phones should be put away in a safe, locked place.
- Employees of USD 320 are not to use their cell phones while driving any district vehicle.

DRESS

- Staff dress should reflect pride in yourself and your profession and serve as a role model for our students. Dress does make a difference.
- Please wear your school identification badge every day.
- Jeans are not appropriate on a daily basis. Some classroom situations warrant jeans more often. Jean days should be confined to field trips, spirit days, activity days, and inservice/work/plan days.
- Shorts are only appropriate in physical education or sporting situations.

PROFESSIONAL LEARNING COMMUNITIES

- Grade level PLCs meet on a regular basis: grade level every day and elective Monday-Thursday during home base. All meetings will be documented through minutes and emailing those minutes to all PLC members. The duties conducted by PLCs are
 - Grade level curricula and integration,
 - Professional study on education issues and instructional practice,
 - Action research,
 - Student intervention (academic and behavioral), and
 - Management of grade level responsibilities.
 - Each PLC is responsible for creating a SMART goal for the school year concerning the learning of their students. In addition, each PLC will determine the manner in which the SMART goal will be monitored and prepare reports as requested by the principal or district office.
- Subject area PLC's will meet at 7:45 each Friday that school is in session and attend as assigned on PLC days on the professional development plan. Each PLC will create a SMART goal, determine the manner in which it will be monitored, prepare documents for tracking data related to the SMART goal and prepare reports as requested. In addition, the subject area PLC's will direct the bulk of their attention to

determining best practices and determining strategies for all students as related to the current curriculum, curriculum changes, assessment requirements, and individual student need.

MEETINGS

Since everyone's time is precious, meetings need to start on time with all those in attendance who are needed for that particular agenda. It is also important to be professional in terms of attentiveness and courtesy.

- **Leadership PLC Meetings:** Third Wednesday of the month, 7:00 a.m., library
Members: Travis Graber, Brian McIntosh, Jordan Dunn, Melissa Anderson, Kelli Grieves, Kaitlin Hoyle, Anne Jardine, Jerry Johnson, Katie Larson, Adam Robinson, Jill Tanner, Adam Topliff, and Travis Hardenburger.
- **Grade Level PLC Meetings:** Daily, conference room or classroom
- **Subject Area PLC Meetings:** Every Friday and on assigned professional development days
- **Faculty Meetings:** First Wednesday of the month, 7:15-7:50, library
- **Parent Teacher Organization (PTO):** Fourth Monday of the month, 5:15 p.m., library
- **WMS/WHS Site Council:** TBD
- **Kagan Team:** Kaitlin Hoyle (building coach), Lotus Hazlett, Melanie Koehn, and Katie Larson
- **Positive Support Team:** Fourth Wednesday of the month, 3:30-4:30, conference room
Members: Jordan Dunn, Kelli Grieves, Travis Graber, Tami Cook, Susan Gartner, Lotus Hazlett, Kaitlin Hoyle, Melanie Koehn, Katie Larson, and Adam Robinson.

PROFESSIONAL INFORMATION

All staff members should become familiar with the published documents which outline responsibilities and job-related issues for USD 320: Certified Handbook, Negotiated Agreement, and the Professional Development Program. They are all available at <http://www.usd320.com/HR/employees.aspx>.

- These documents contain the information that outlines salary, benefits, leaves, commitments, and privileges. Procedures and protocol are also outlined in these documents, as well as in district policy.
- The Board Policy book is available online, in the principal's office or the library.

Additionally, all staff members will be required to use the TalentEd application to take care of yearly commitments:

- Acceptable Use Policy
- Blood Borne Pathogens and Basic First Aid
- Sexual Harassment

Staff members need to become acquainted with the following software. Technical assistance is available from mentors, PLC members, and our tech department.

- Power School – Student information system and gradebook
- Skyward – Absences and requisitions
- Aesop – Request for substitutes
- My Learning Plan – Professional Development
- McRel - Evaluation

PROFESSIONAL DEVELOPMENT

- Individual Professional Development Plans are due to the principal by Sept. 28.
- It is the teacher's responsibility to regularly check My Learning Plan to determine up-to-date status of their requests, completion of evaluation forms, and approval of requests.
- The Professional Development Committee will only meet with certified staff individually in May to award application and impact points.
- Requests for professional leave are made, after consultation with the principal, by using the Skyward system. In the Description field, the teacher will include the name of the conference, inclusive dates,

and location. In Aesop fill out an Out-of-District Conference form, and complete the Professional Evaluation form due on your return. It is expected that upon returning from the conference, each individual will share pertinent information with members of the appropriate staff.

SEXUAL HARASSMENT

- Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.
- It shall be a violation of district policy for any employee to sexually harass a student, for a student to sexually harass another student, or for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of district policy.
 - Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when
 - submission to such conduct is made, explicitly or implicitly, a term or condition the individual's education.
 - submission to or rejection of such conduct by an individual is used as the basis for academic decisions affection that individual; or
 - such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.
 - See the student handbook for specific examples of sexual harassment.
- When acts of sexual harassment or other violations of district policy are substantiated, appropriate action shall be taken against the individual.
- Any student who believes he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or other certified staff members. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district's discrimination complaint procedure.
- The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual status or grades. Confidentiality shall be maintained throughout the complaint procedure.

MONEY MATTERS

BUILDING ACTIVITY FUND

- All activity money collected from students must be receipted and turned in to the office. Do not leave money in your classroom. Club sponsors will be given a copy of their activity fund sheet at the end of each month.
- A voucher must be presented to the principal in a timely fashion for approval BEFORE any expenditures are committed. Please be respectful of Mrs. Markey's time in receiving and processing vouchers. Failure to do so may end in no reimbursement.
- Sponsors are responsible for all purchases. There can be no outstanding bills at the end of the school year.

FUNDRAISING (Policy JK)

Solicitations by students of students or school personnel during school hours and on school property shall be done only when they are related to school sponsored activities. All student sales projects shall require the principal's prior approval. Unless there are special circumstances, all fundraisers are approved in the spring for the following year.

- Students are not required to participate in fundraising activities.
- Students who do participate are not to solicit community businesses.
- Students are not to go door-to-door.

PURCHASES

- Purchases must be approved by the principal before actual purchase.
- A requisition (Skyward, district fund) or voucher (fillable form, building fund) needs to be submitted for all purchases, local and otherwise, prior to purchase.
- Do not order over the phone.
- In special situations the district office will place phone orders.
- Requisitions need to be completed in the Skyward software.

PLACING ORDERS FOR STUDENT ITEMS

Purchasing any additional gear is solely the decision of the student and his/her parent. These extras are not required.

WMS has a contract with Nill Brothers to set up “Coach’s Assistants” online stores. Other options may be available. Please see the principal or AD before finalizing any plans. This is the preferred way to offer additional gear because

- Parents are placing orders and paying online,
- No money is being collected at school, and
- Production starts at the ordering deadline.

In all instances, if coaches/sponsors are going to allow students/parents to order items and collect money, the following steps must be taken:

- All money MUST be collected and turned in to the office **BEFORE** orders are placed.
- No orders are to be made without a paid order in hand.
- Vouchers will be presented to the principal for signature **BEFORE** any orders are placed.
- Exceptions: A donor is available to help and coaches have talked with the principal about available benefit monies.

It is the expectation of the principal that these guidelines be followed with fidelity when making purchases in the name of Wamego Middle School or U.S.D. 320.

EXTRACURRICULAR ACTIVITIES

The majority of our students participate in non-academic activities that meet a variety of developmental needs. It is strongly recommended that you make efforts to attend and support these activities as much as possible. Your students will notice and it will be a huge deposit in their emotional bank account.

Participation in these activities is governed by our eligibility policy and the guidelines set forth by the Kansas State High School Activities Association, of which we are a member.

Student participation in class-related activities is not affected by the eligibility policy. However, their participation can be affected by the recommendation of the staff.

EVENT/FIELD TRIPS

- Notify the principal at least two weeks in advance of the trip, making sure the trip is relevant to our curriculum.
- Present any fees or charges to the principal for approval.
- Notify parents and secure permission slips if leaving town.

- Provide a list of students participating to the office and other staff members who are affected by the trip.
- Arrange transportation two weeks prior to the trip, even earlier if possible.
- Notify food service personnel in advance if students will not be here for lunch.
- If sack lunches are required for the trip, contact the food service director as soon as possible.
- Using a school voucher, request any necessary checks at least one week prior to the trip.
- Contact parents and make arrangements for students who will not be participating in the field trip.

EVENT/FIELD TRIP ATTENDANCE

In order for a student to attend a class/field event/trip, the following conditions must be met for the 10 days prior to the trip:

- The student shall not have earned any in-school suspension or out-of-school suspension.
- The student shall have satisfied all detentions and disciplinary consequences.
- The student cannot be listed on the ineligibility roster.

It is the teacher/team's responsibility to restate these conditions on any permission slip for a class/field event/trip.

SEATBELTS

- State law requires that all persons 18 years of age or older, sitting in the front seat of an automobile, to wear a seat belt at all times when the vehicle is in motion.
- Persons 17 years of age or younger who are occupants of a passenger car are required to wear a seat belt at all times when the vehicle is in motion.
- USD 320 requires that all students who are passengers in a car or van wear seat belts whenever the vehicle is in motion.
- The state has set a fine of anywhere from \$30 to \$60 plus court costs per person for not wearing seat belts as per the terms of this state law.

TRANSPORTATION REQUESTS

- All transportation requests are made through the office using the online fillable form. The principal will sign all requests before forwarding them to Mr. Hannan, the operations director.
- All requests need to be received at least two weeks before the intended trip, but the sooner the better!
- You must have had a license review prior to transporting students or school personnel. The necessary paperwork is available at the district office.